



Culturally & Linguistically Responsive Initiatives

- School Action Plan -

School:	School 196
Date:	11/12/19

<i>CLRI Team Members</i>	
Name	Title
Renee Kasianowicz	Teacher
Bethany Brown	Principal
Stephanie Adams	Assistant Principal
Kenneth Boone	Guidance Counselor



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Guiding Questions:

List the accomplishments your school has made in regards to culturally and linguistically responsive initiatives since attending the first set of District Disproportionality Trainings in the 2017-2018 school year

- Student Leadership Group
- MBK/MSK during ELT
- Chris Heim training 7/8 teachers on restorative circles
- Master Schedule for restorative circles all grade levels daily
- Baker Victory/ECCPASA meeting with students in the building weekly
- Grade Level Meetings – guardian of equity shares out information
- During GLM, Disproportionality was shared out.

Which accomplishments can you grow and/or build upon?

- Student Leadership Group – expand responsibilities, including leading two circles at 5/6
- MBK/MSK during ELT – continue to support
- Chris Heim training 7/8 teachers on restorative circles – continue support and add curriculum piece
- Baker Victory/ECCPASA meeting with students in the building weekly – student support team attendance
- Grade Level Meetings – guardian of equity shares out information – continue throughout the year

What are the barriers and obstacles your school and its CLRI team face in implementing culturally and linguistically responsive initiatives?

- Low staff ownership of CLRI at this time. Part time staff are hard to reach due to availability.
- Small staff stretched across initiatives challenges us to find time to meet and staff.
- Parent supports lacking.
- Lack of books that represent multiple races and cultures in classrooms and the library
- Multi-lingual signs to display are not available
- Funding to acquire resources to improve CLRT in our school.

*Review your school's data by race/ethnicity and list observations about the data.
(Consider suspension, attendance, special education, academic, and graduation data.)*



Demographics for 2018-19

Race	NYS ELA Proficiency	NYS Math Proficiency
Total	12%	7%
Black	6%	3%
White	0	0
Hispanic	21%	13%
Multiracial	0	0
Asian	5%	30%

Suspension

90 students suspended more than 1 time

What supports can you put in place to reduce barriers with implementation and staff, student, and parent buy-in?

- increasing library materials, classroom libraries 5th – 8th
- resources for social studies/science teachers that may be able to include within classrooms
- continue to inform and share out at faculty meetings
- hi-light holidays in morning announcements
- organize and plan a black history month program

What is the heart behind this work – why is this work important for the students in your school?

Our school's heart behind the work is to make ALL of our students and staff feel loved, safe and a member of our school community.



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<p align="center">Action Steps <i>(For each action step, make the District's High-Leverage CLRI Strategies it aligns to and the timeframe it will occur.)</i></p>	<p align="center"><i>Create a Welcoming Environment</i></p>	<p align="center"><i>Rigorous Instruction & High Expectations for All</i></p>	<p align="center"><i>Culturally Inclusive Classroom</i></p>	<p align="center"><i>Culturally and Linguistically Responsive Training</i></p>	<p align="center">Responsible Persons</p>	<p align="center"><i>September 2019 – January 2020</i></p>	<p align="center"><i>February 2020 – August 2020</i></p>	<p align="center"><i>September 2020 – January 2021</i></p>	<p align="center"><i>February 2021 – August 2021</i></p>
<p>Assign bulletin boards to ensure work is current and representative of our school's demographics.</p>	X				Administration and Staff		X	X	X
<p>Plan and organize Black History Month event for students and parents.</p>	X		X		Administration and Staff	X	X		
<p>Faculty meeting/GLM debrief and updates in regards to the CLRI training.</p>				X	Renee Kasianowicz		X	X	X



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